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ABSTRACT

The 1970-71 evaluation of the Title VII bilingual education program in the Edgewood Independent School District in San Antonio, Texas, is presented in this report. The report discusses the program with regard to (1) curriculum development, (2) staff development, (3) community involvement, and (4) the pre- and post-tests given to the students. The testing instruments used were (1) the Linguistic Capacity Index given to all first grades in the program, (2) Pruebas de Lectura, Interamerican Series, (3) the Stanford Achievement Test, Primary I Battery, and (4) the Slosson Intelligence Test. The final audit report and the final expenditure report for 1970-71 are included. (NQ)

ED 064024

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EDGEWOOD INDEPENDENT SCHOOL DISTRICT

TITLE VII BILINGUAL EDUCATION PROGRAM

ANNUAL EVALUATION REPORT
August, 1971

San Antonio, Texas

RC 006253

FINAL EVALUATION REPORT

1970 - 71

CURRICULUM DEVELOPMENT

Under the direction of Dr. José A. Cárdenas, present superintendent, a study of pupil performance was conducted in the Edgewood Independent School District during 1969-70. Information derived therefrom revealed that the pupils' poor performance and low achievement were a result of the incompatibilities between the instructional program of American schools and the characteristics of the deprived minority-group population. Incompatibilities were narrowed down to five categories. They are: 1.) poverty; 2.) culture; 3.) language; 4.) mobility; and 5.) societal perceptions. The study elaborates on each of these categories, supporting each with conclusive data based on findings. Tables showing how the district's developmental, enrichment programs are correcting and removing these incompatibilities are being prepared.

In an effort to counteract and eliminate these incompatibilities, the Edgewood Independent School District Title VII Bilingual Program curriculum component has taken these into serious consideration for implementation in its curriculum development. The Bilingual Program, by its very nature, is significantly counteracting the language, culture, and societal perceptions incompatibility characteristics. Characteristics of poverty and mobility are still being studied for future implementation.

In view of the above, curriculum creation, extension, revision, adaptation and supplementary lessons have taken place.

In the area of reading in Spanish, the entire readiness program, based on the Método Onomatopéyico, was revised after first-grade teacher evaluation and input. A meeting of the sixteen first-grade teachers was called in April, 1971, prior to summer curriculum revison. After a year's experimentation with the lessons that had been written for 1970-71, the first-grade teachers were asked to make recommendations, based on the year's findings for necessary revisions of the Método Onomatopéyico teacher's manual.

As a result of the latter and more careful implementation of the taxonomy of cognitive skills, more detailed and additional lessons were developed.

Because it has been very difficult to identify consultants having expertise in a Spanish reading program for the needs of the Mexican American children that largely compose the population of the Edgewood District, creation, revision and adaptation of reading materials has extensively depended on the experience and expertise of the teachers immediately involved in the E.I.S.D. Title VII Bilingual Program. As the evaluator of the program, it has been evidenced that this fundamental factor has prompted our curriculum specialist and teacher writing team to determine, not only content, but more important, the fundamental skills to insure pupil success in a basically sound and relevant Spanish reading program.

Because most of the Early Childhood Education Program and Kindergarten pupils are assigned to the Title VII Bilingual Program classes, a reading readiness pre-post diagnostic test was designed to assess letter sound and recognition skills that these children entering first-grade might bring with them. After the test is administered, the teacher is provided with a roster to include each pupil's recognition of the thirty-nine sounds included in the Método. Sounds entered on the roster as omitted or incorrectly marked, indicates the number of the prescriptive lesson to be taught that particular pupil. The use of this test provides the teachers with a systematic and comparatively reliable means of pupil evaluation and placement. Pupil mastery of each sound is measured by end-of-lesson evaluation. Pupil progress is reassessed by interim criterion-checks after every three lessons taught. Rosters indicating this progress are also used. Back-up lessons, utilizing a second approach from the original one, were projected for development during the fall of 1971. This will be done in an attempt to accomodate for individual learning styles and needs described in the incompatibilities characteristics study. An eclectic reading readiness inventory and roster has also been compiled and included with the Método. This inventory has been developed so that the teacher can quickly determine specific

individual weakness and thus provide corrective activities. The inventory is structured to assess experiential background, physical and physiological development, muscular coordination, health, general mental, motivational, emotional and social development, and modes of learning. It is felt that the latter might also prove profitable to second and third grade teachers. Similar diagnostic tests and inventories are in the process of design for the second and third grade Spanish reading program. It is evident that the first grade reading program has been given peak emphasis -- the reason being the critical importance of establishing sound and fundamental reading skills at this level. Research shows that spoken and written Spanish are quite phonetically consistent--with an almost one-to-one matching between the two. The Bilingual Program has capitalized on this phonetic consistency in the use of the Spanish as an "initial teaching alphabet." Because there is also significant consistency between a number of the Spanish and English consonant sounds, blends, and some of the short vowel sounds,program teacher evaluations based on pupil performance indicate a maximum transfer of reading skills to the English reading program. Pupil effort has been evidenced as minimum, confusion and frustration levels have been visibly reduced, and an atmosphere of improved pupil achievement and success seems to dominate.

Second-grade teachers' manuals to accompany The Laidlaw Brothers reading series in Spanish were completed during the spring of 1971. Due to language and vocabulary difficulty of the Laidlaw reading program at the 2.1 level, a new reader, Habia Una Vez, published in Spain, was identified as the third-grade reader. A teacher's manual has been developed to accompany that book, since it does not provide its own.

Twelve short stories reflecting the Edgewood District population's cultural experiences, holidays and vocabulary have been created by an assigned team of teachers. writers. Two short stories were extracted from those written by the forty-seven participants in the E.P.D.A. 1971 Summer Institute. Five of these stories have been illustrated and are in the process of being printed in the district's print shop.

These will be disseminated and evaluated by program children and teachers on the basis of content, interest, and vocabulary. A program-devised evaluation checklist will be attached to each story. The other stories and those presently being written will follow accordingly as soon as an illustrator is identified. It is hoped that one within the corps of program teachers will be found.

Supplementary lessons to accompany the state-adopted Houghton-Mifflin Math series for the first and second grades have been revised, adapted, eclectically extracted, and where necessary, developed. Extension of the third grade math program in Spanish was begun June, 1971. Supplementary lessons for the first two chapters have been written. Completion of lessons for the subsequent nine chapters is projected for November, 1971.

Revisions of the first and second grades math manuals were based on the fifteen first-grade and the seventeen second-grade teachers' written evaluations and recommendations based on the year's findings and submitted May, 1971. Teachers were also asked to identify particularly difficult concepts experienced by program children. Also included in each evaluation were the method (s) that the teacher utilized and found successful for clarification of these concepts. The math pre and posttests in Spanish and in English for first and second grades were completely revised and abbreviated, based on 1970-71 findings. Instructions and data for the proper administration, interpretation and scoring of these tests are complete. A scoring key is also provided. A similar pre and posttest for third grade will be completed by mid-September, 1971. Diagnostic tests with respective interpretation of pupils' performance for the first three grade levels were also developed. Lessons introducing new concepts were developed in Spanish. In order to merge concepts assimilated with respective English labels, subsequent reinforcing lessons for concepts already taught and pupil-assimilated were developed in English. The only translations done were for the student's page instructions. These were done in the interest of insuring uniformity and consistency of specific math terms and vocabulary.

Lessons introducing new concepts were developed to be taught by the teacher, while her assistant implements reinforcing or enrichment activities especially designed to serve as back-up lessons to accomodate again, for individual learning styles. Spiral bindings were removed from the Houghton-Mifflin Math Teacher's Manuals so that respective supplementary lessons could be inserted where indicated for immidiate accessibility and use. Lessons were then compiled into a loose-leaf folder.

The social studies program has been designed so that it is process-oriented and culturally relevant. The scope of the program for grades one, two and three will cover three main content areas: self-awareness, family, and barrio. Following is a brief description of each.

I. SELF-AWARENESS

In the first grade, the self-awareness unit will concentrate on the child's knowledge of himself. "Who and what am I?" Emphasis is on the gross characteristics: physical, linguistic, etc. In second grade the lessons were designed to help the child develop an awareness of other people and cultures--the similarities and differences in people. Finally at third grade, great importance has been placed on the assets of a culturally-pluralistic society.

II. FAMILY

The lessons in this unit focus on the concept of the nuclear and extended family (including the family tree), patterns of neighborhood family living, roles of the family members and family life styles and values.

III. BARRIO

The lessons in this unit begin with the familiar at first-grade level and build up to The Barrio, the City and Beyond at second and third grade level. The lessons include such concepts as community institutions, customs, and celebrations.

SEQUENCE

Perhaps, up to now, the program sounds highly content oriented. This is so because concepts and skills cannot develop in a vaccum. The program is carefully sequenced so that the skill development is patterned after Bloom's taxonomies of cognitive and affective development. It is felt that a curriculum of this will equip children with critical thinking skills rather than loading them down with facts that are soon forgotten.

Each lesson contains a terminal objetive, a behavioral objective, the materials needed, the procedure for lesson development, reinforcement activities, evaluation procedures and a revision feedback system. It is the system of continual, built-in evaluation of every aspect of curriculum development that enables the curriculum team under the able leadership of the curriculum specialist, Miss Gloria I. Gámez, to design a program that really meets the specific needs of the Edgewood District child.

STAFF DEVELOPMENT

The Title VII Bilingual Education Program of the Edgewood Independent School District has as one of its prime objectives the development of a wide range of teacher training programs and activities. During the 1970-1971 scholastic year a very strong inservice program was effected, of which a complete list of activities is attached. Outstanding consultants from local colleges and universities, instructional media representatives, program staff members and teachers were among those scheduled on these programs which were held regularly at different schools in the district and also at Our Lady of the Lake College.

Inter-bilingual classroom visitations were encouraged for those teachers who felt it would be beneficial. This was a very profitable experience for beginning teachers.

One of the most valuable tools for improving the quality of teaching was the micro-teaching evaluation scheduled with the cooperation of the Edgewood Independent School District's closed circuit television studio. Portable television cameras were set up in the individual classrooms to assess pupil and teacher performance by means of videotapes. The micro-teaching video tapes were immediately evaluated by the scheduled teacher and the supervisor. A program-devised checklist was used by both for performance analysis and discussion while the tape was being played back in the portable television van. It should be pointed out that the teachers evaluated themselves very objectively and considered micro-teaching a very valuable aid in their professional development. A copy of the micro-teaching self-evaluation checklist is attached.

EDGEWOOD INDEPENDENT SCHOOL DISTRICT
TITLE VII BILINGUAL PROGRAM

Micro-Teaching Self-Evaluation Checklist

Behaviors	Yes	No	Comments
A. Introducing the lesson			
1. Did teacher generate interest in the lesson? How?			
2. What kind of motivation was employed? a. Extrinsic b. Intrinsic			
3. Was teacher enthusiastic?			
4. Were students enthusiastic?			
B. Teaching the lesson			
1. Experience Referents			
a. Did teacher make verbal reference to past experience?			
b. Did teacher use concrete objects?			
2. Teacher-pupil interaction			
a. Did teacher do all the talking?			
b. Were all children given an opportunity to respond successfully?			
3. Questioning Strategies (where applicable)			
a. Did teacher allow for convergent thinking?			
d. Did teacher allow for divergent thinking?			
4. Use of Rewards (too few - too many)			
a. verbal			
b. non-verbal			

Behavior	Yes	No	Comments
5. Classroom Control			
a. Did teacher handle disruptions positively?			
b. Did teacher handle disruptions negatively?			
6. Audio-Lingual Techniques (Where applicable)			
a. Did teacher model consistently?			
b. Did she move from group to individual response.			
7. Language Expansion (where applicable)			
8. Teacher's voice quality (where applicable)			
C. Concluding the lesson			
1. Did teacher use a song or game to reinforce the concept being taught?			
2. Did the teacher generate interest in expanding the lesson further?			

STAFF DEVELOPMENT

INSERVICE SCHEDULE
1970 - 1971

August	26, 1970	Bilingual Orientation Program
Sept.	10	"The Role of the Auditor in the Bilingual Program". . Ernest Bernal, Jr.
	15	First Grade Curriculum Analysis and Scheduling
	17 & 18	"Transactional Analysis" . . Dr. Margaret Kramer, Our Lady of the Lake College
	22	Second Grade Curriculum Analysis and Scheduling
		"First Grade Pretesting, LCI," . . . Mrs. Irma H. Campesi, Program Evaluator
	24	"Cognitive Growth and Development" . . . . Dr. Margaret Kramer
	29	Classroom Demonstration
October	1 & 8	"Cognitive Growth and Development" . . . . Dr. Margaret Kramer, (a continuation)
	13	"Teaching Language Concepts Through Music" . . Mr. Norman Franzen, Instructional Media of America
	22	"Cognitive Growth and Development" . . . . Dr. Margaret Kramer (a continuation)
November	3	"Teaching Language Concepts Through Music" . . Mr. Norman Franzen, Instructional Media of America
	5	"The Teacher as an Agent of Change" . . . . Mr. Louis Tomaino, Worden School of Social Service, Our Lady of the Lake College
	12 & 19	"Intellectual Growth and Development". . . Dr. Margaret Kramer

December	1	"Bilingual Education: Quality Education" . . . Bilingual Program Staff
	3 & 10	"Intellectual Growth and Development" . . . Dr. Margaret Kramer
January	14, 1971	"Preparation and Analyzation of Experience Stories for Reading," Bilingual Program Staff and Teachers
February	4, 11, 19, 25	"Behavior Modification," . . . . Dr. Margaret Kramer
March	4, 11, 18, 25	"Behavior Modification," . . . . Dr. Margaret Kramer (a continuation)
April	1	"Tissue Paper Art," . . . Mrs. Isabel de la Garza, Edgewood Independent School District Art Supervisor
	15 & 22	"The Socialization Process," . . . Dr. Floyd Hill, School of Education, Trinity University
	29	"Posttesting Procedures and Schedule". . . . Irma H. Campesi, Program Evaluator

COMMUNITY INVOLVEMENT

The community involvement component of the Bilingual Program began with the addition to the staff of Mrs. Adelina Esquivel as the coordinator of the component. This took place in October, 1970, and "recruitment" activities began in November.

Since a community involvement program had never been organized before, and since the concept of bilingual education and its goals was still obscure to the community at large, involvement of parents in this activity was minimal at first, but grew as information about the purpose and activities of the program became available. Groups of parents were organized at each school where the Bilingual Program is in operation. One parent was elected from each of these school groups to serve on an advisory council. The advisory council, as well as the school groups, has as its goal a better understanding of the program and the schools in which it operates. They review curriculum and provide input into it, participate in classroom activities, assist the teacher during field trips and other activities, and release the teacher for in-service meetings. The number of parents actively involved in these activities totaled 75 by the end of May, 1971.

Some of the activities which the community involvement coordinator includes in her schedule are:

- Conducts meetings at each school at least once a month in order to coordinate the activities at each school.
- Makes home visits to recruit parents for classroom participation, to improve community-school relations, to check on absenteeism at the request of the teacher, to collect contributions of stories, poems

and other materials for the curriculum, etc.

- Makes weekly calls to telephone committee chairman at each school to advise the date of weekly inservice meetings for teachers and to check on the availability of parents to relieve teachers.

- Visits classrooms so as to be better informed of the program.

- Sets up meetings in homes of parents for discussion and evaluation of parental participation and ways to involve more parents in the school situation.

- Sets up meetings for parents in school libraries where demonstrations are made by librarians on the use of the library.

- Conducts meetings with the aid of the staff to demonstrate activities that parents can present in the classroom and to aid the parents in any way possible.

- Brings groups of parents to observe classes and later holds discussions of their observations.

During attendance by the staff at community involvement meetings, it has become evident that the parents involved in active participation are experiencing a great sense of satisfaction and accomplishment because of these activities. Discussions at advisory council meetings have brought out the fact that parents involved in close communication with the classrooms in which their children are a part, have favorably changed their attitude toward all facets of the school situation, especially in their relations with teachers and administrators.

Plans are underway to further expand this component and to continue to enable these important activities to cement the bonds between school and community for the improvement of the educational life of the children.

THE LINGUISTIC CAPACITY INDEX (LCI)

The Linguistic Capacity Index (LCI) was administered to all first grades in the bilingual program. The test was administered in September/October of 1970, and again in May, 1971. The test, described in the mid-year report, was also administered at the same times to a 10% random sampling of all first grade classes in the regular program at those ten schools where the bilingual program is in operation (control group), and at Winston Elementary School (extra control group). As described in the mid-year report, this extra control group from Winston Elementary was selected because the student population's dominant language is English, and not Spanish, as is the case in all the other schools tested. A breakdown of the ethnic background of these students was included in the previous report, which also presented a table showing the mean score and standard deviation for each bilingual classroom and control group tested at each of the schools. Winston was classified separately on the same table. A composite mean score and standard deviation for the experimental and all control groups was also included. No tests of significance were carried out at that time on the results of the pretest, but the results were subjected to an item analysis (attached hereto) in order to pinpoint the types of items presenting difficulties to the students, and to help determine the types of learnings which should be included and/or reinforced in the curriculum in the future. A specialist was consulted as a result of the item analysis. She was contracted to write prescriptive lessons covering those kinds of receptive English deficiencies uncovered. It was felt that attention should be given in the form of special lessons to build and reinforce auditory discrimination skills in the area of contrastive phonology, to give greater emphasis to body parts, and to include much more exercise and variety of instructional techniques to cover basic concepts in contrastive grammar.

The Mexican-American child whose first language is Spanish will naturally be faced with more problems of the types uncovered in the item analysis than the English-speaking child. It is the main objetive of bilingual education to aid the child in mastering both Spanish and English. The study of Spanish by its nature will not present the kinds of problems faced in the English language. It will be necessary to aid the student specifically to master the phonological intricacies inherent in the makeup of the English tongue, such as those that arise from the gemination of consonants, articulation of vowels, or the distinctive way of conjugating regular verbs, for example. Orthography in English is still another problem. It is believed that if the Mexican-American child is given special help (before problems grow) by means of concentrated exposure in class, his keen ear will aid him in overcoming the constant linguistic frustrations to which he is daily exposed in his encounters with English.

Table 1 lists the pre and posttest figures for each classroom at each school. The control group figures for each school are also included. Winston Elementary is listed at the bottom of the page.

Table 2 of the Linguistic Capacity Index statistics is the summary sheet covering the totals for the experimental group, all regular program controls, and the special control group from Winston. Table 2 shows the year-end mean gain for the experimental group which is 10.0 as compared to the control group which is 9.0. The Winston group showed a high score in the pre and posttests, but a slight loss of -.1 at the end of the year.

An analysis of covariance at the end of the school year was planned for testing the significance of the tests results. However, because members of the posttest control groups could not be matched in every case with those of the pretest, analyses of variance were used. Withdrawals from school, absences due to sickness or other reasons accounted for the use of different children in the posttest control groups.

Results of the pretest analysis show that on every variable except vocabulary, the control group scored significantly higher than the experimental group. Post-test figures show no significant difference in any of the variables. In other words, the experimental group achieved a greater gain, as it came from behind in the pretest to attain a level of no statistically significant difference with the control group in the posttest. The null hypothesis is therefore tenable. Table 3, pages 1 and 2, shows the statistical breakdown by variable, pre and posttest figures. Table 4 presents pre and posttest group means for all variables.

LINGUISTIC CAPACITY INDEX

Item Analysis

May, 1971

Edgewood Independent School District
Title VII Bilingual Program
5458 West Commerce St.
San Antonio, Texas
78237

Rank order difficulty of items proceeds from the most difficult (first listed) to the least difficult (last listed):

PERCENTAGE OF CHILDREN ANSWERING CORRECTLY	ITEM NUMBER	SCALE NUMBER
.03	30	2
.04	37	2
.05	17	1
.12	34	2
.16	40	2
.20	25	2
.20	36	2
.27	20	1
.28	19	1
.31	49	3
.32	18	1
.33	21	2
.37	14	1
.40	29	2
.41	52	3
.44	57	3
.44	12	1
.46	48	3
.47	43	3
.48	32	2
.50	58	3
.52	41	3
.53	2	1
.55	27	2

PERCENTAGE OF CHILDREN ANSWERING CORRECTLY	ITEM NUMBER	SCALE NUMBER	
.55	33	2	
.59	50	3	
.64	39	2	
.65	9	1	
.65	15	1	
.67	22	2	
.67	59	3	
.68	38	2	
.69	5	1	
.70	35	2	
.70	56	3	
.71	54	3	
.72	51	3	
.73	23	2	
.73	45	3	
.73	47	3	
.73	53	3	
- - - - - - - - - - - - - - - - - -			75% of items here, remaining 25% are easiest.
.78	46	3	
.79	4	1	
.79	31	2	
.80	3	1	
.80	26	2	
.81	10	1	
.81	44	3	
.82	7	1	
.82	24	2	
.83	60	3	
.84	42	3	

PERCENTAGE OF CHILDREN ANSWERING CORRECTLY	ITEM NUMBER	SCALE NUMBER
.85	11	1
.86	8	1
.88	13	1
.88	55	3
.89	1	1
.90	6	1
.90	16	1
.94	28	2

Scale 1 - 10 items too easy

Scale 2 - 4 " " "

Scale 3 - 5 " " "

Scale 1 - Vocabulary Recognition

Mark the hand.

#1

EAR

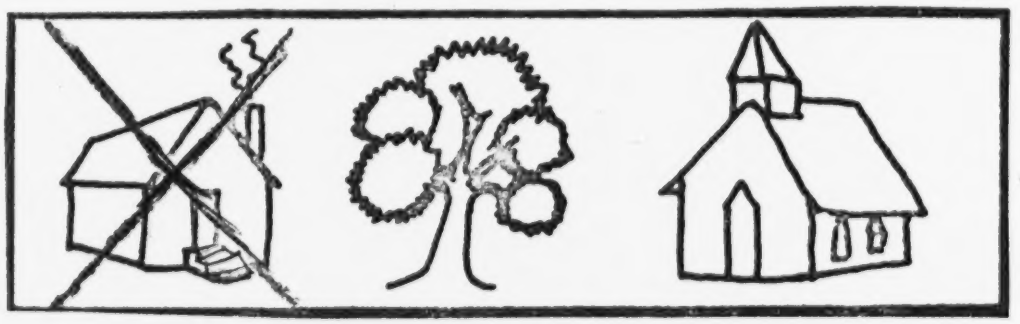
NOSE

HAND

1% 1% 89% (6% blank)
(4%, 2 or more items marked)

Mark the house.

#2



HOUSE

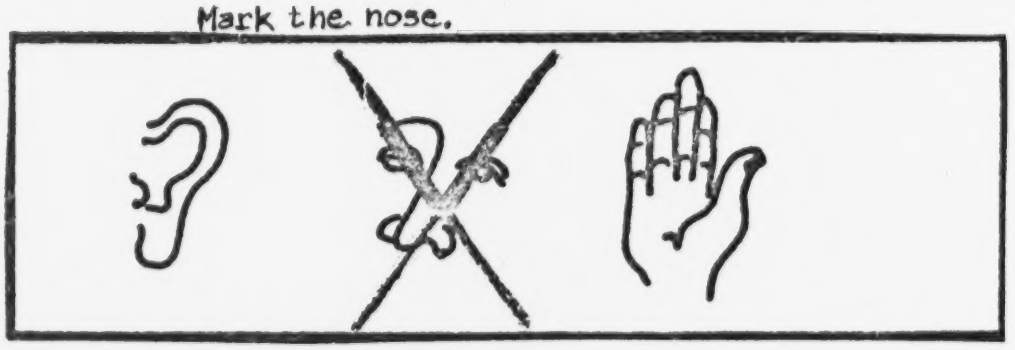
TREE

CHURCH

53% 1% 37% (7% blank)
(3%, 2 or more items marked)

Mark the nose.

#3



EAR

NOSE

HAND

5% 80% 4% (9% blank)
(2%, 2 or more items marked)

Mark the farm.

#4

HOUSE

CHURCH

FARM

5% 4% 79% (11% blank)
(2%, 2 or more items marked)

Mark the boy with a book.

#5

BOY GOING TO GET A BOOK

BOY WITH A BOOK

BOY WITH A DOG

18% 69% 3% (6% blank)
(2%, 2 or more items marked)

Mark the boy who is running.

#6

BOY WHO IS EATING

BOY WHO IS SITTING

BOY WHO IS RUNNING

3% 1% 90% (5% blank)
(1%, 2 or more items marked)

Mark the boy who is walking.

#7

BOY WHO IS WALKING

BOY WHO IS TALKING

BOY WHO IS JUMPING

82% 3% 6% (7% blank)
(2%, 2 or more items marked)

Mark the boy who is going to school.

#8

BOY WHO IS GOING TO SCHOOL

BOY WHO IS PLAYING

BOY WHO IS AT SCHOOL (WRITING, STUDYING)

86% 1% 6% (4% blank)
(2%, 2 or more items marked)

Mark the boy who is under the box.

#9

UNDER

ON

IN

65% 6% 19% (6% blank)
(3%, 2 or more items marked)

Mark the boy who is going across.

#10

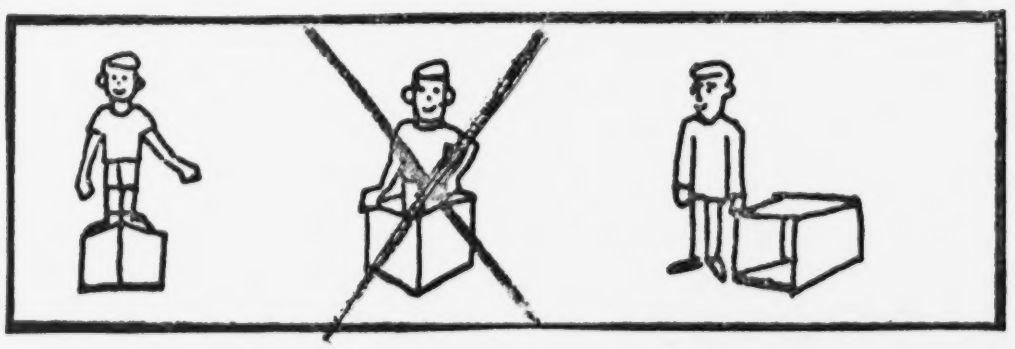
ACROSS

ON

81% 4% 5% (8% blank)
(3%, 2 or more items marked)

Mark the boy who is in the box.

#11



ON

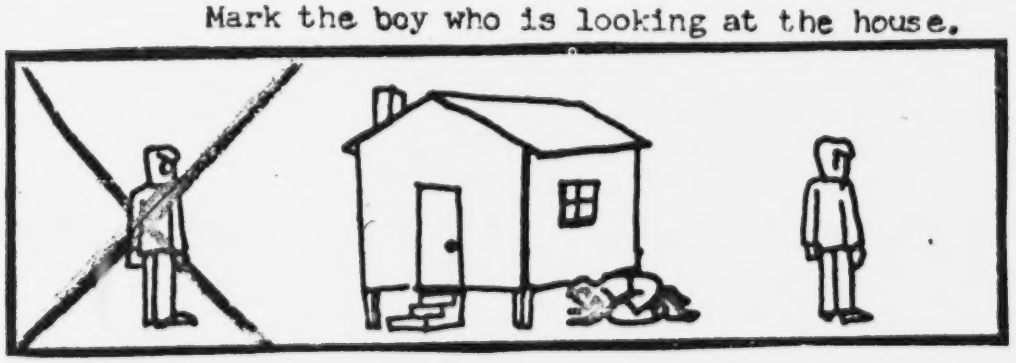
IN

BESIDE

5% 85% 5% (3% blank)
(2%, 2 or more items marked)

Mark the boy who is looking at the house.

#12



LOOKING AT

LOOKING UNDER

LOOKING AWAY

44% 44%* 4% (3% blank)
(4%, 2 or more items marked)

*Distractor - a good distractor is one selected more frequently by members of a low-scoring group.

Mark the boy who is going down.

#13

GOING DOWN

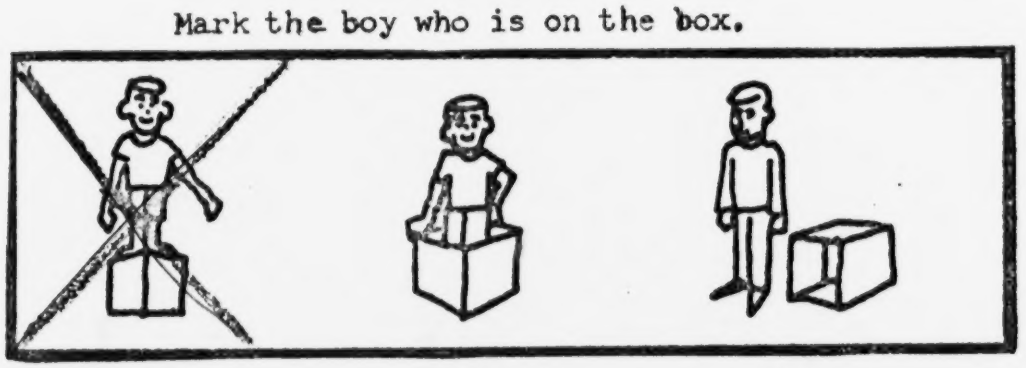
SITTING

STANDING

88% 3% 2% (6% blank)
(2%, 2 or more items marked)

Mark the boy who is on the box.

#14



ON

IN

BESIDE

37% 46%* 7% (5% blank)
(5%, 2 or more items marked)

Mark the boy who is beside the box.

#15

ON

IN

BESIDE

11% 12% 65% (9% blank)
(3%, 2 or more items marked)

Draw a circle around a boy.

#16

DETERMINER

90% correct
10% incorrect

Draw a circle around some dogs.

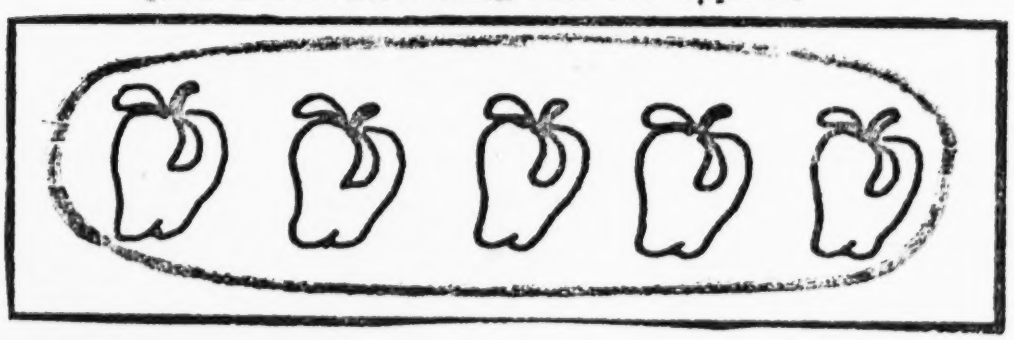
#17

DETERMINER

95% incorrect
5% correct

Draw a circle around all the apples.

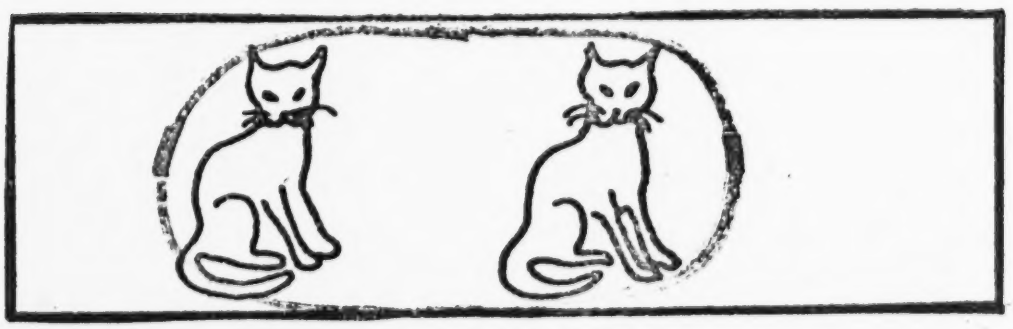
#18



68% incorrect
32% correct

Draw a circle around both the cats.

#19



72% incorrect
28% correct

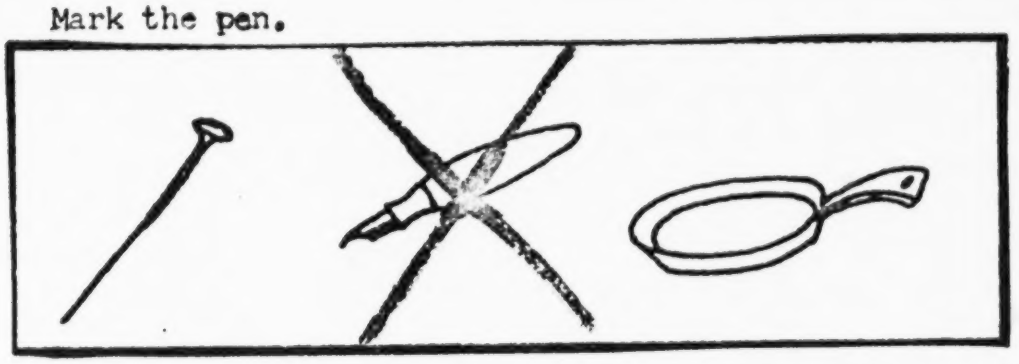
Draw a circle around each dog.

#20

73% incorrect
27% correct

Mark the pen.

#21



PIN

PEN

PAN

37%* 33% 24% (4% blank)
(2%, 2 or more items marked)

Mark the ship.

#22

SHIP

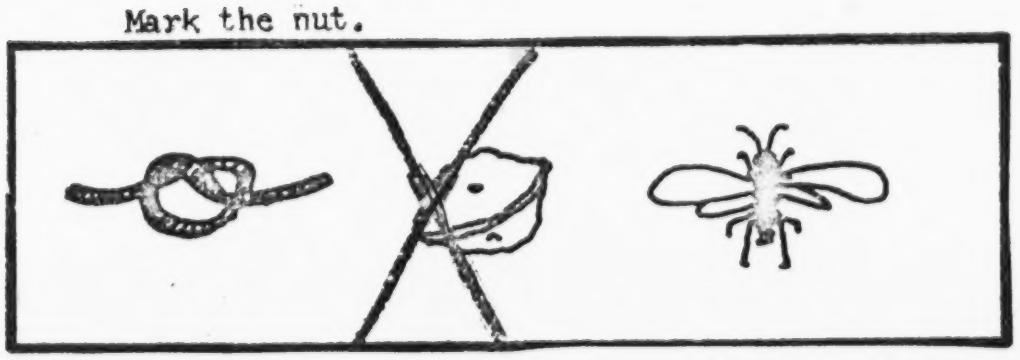
SHEEP

CHIP

67% 19% 6% (4% blank)
(3%, 2 or more items marked)

Mark the nut.

#23



KNOT

NUT

GNAT

10% 73% 11% (4% blank)
(2%, 2 or more items marked)

Mark the saw.

#24

SAW

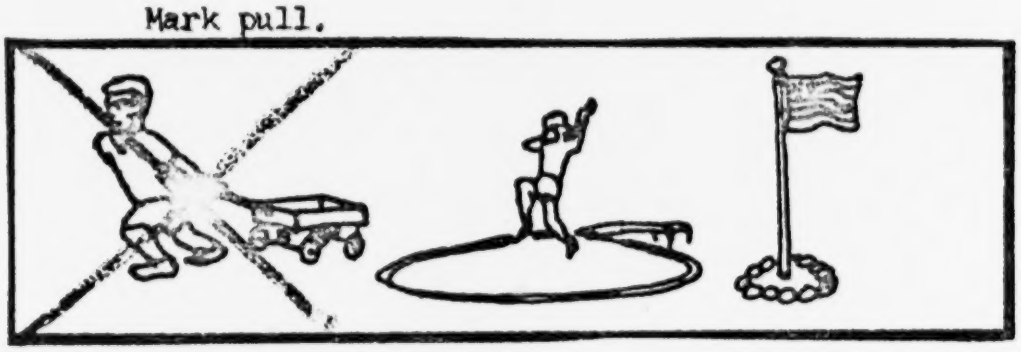
SEW

SEE?

82% 10% 3% (4% blank)
(1%, 2 or more items marked)

Mark pull.

#25



PULL
POOL
POLE

20% 62%* 8% (8% blank)
(2%, 2 or more items marked)

Mark the man.

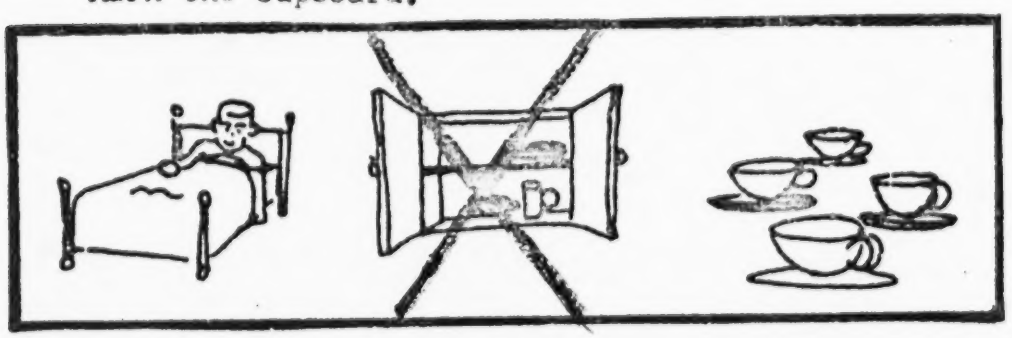
#26

MAN
MEN
MANE

80% 11% 4% (3% blank)
(2%, 2 or more items marked)

Mark the cupboard.

#27

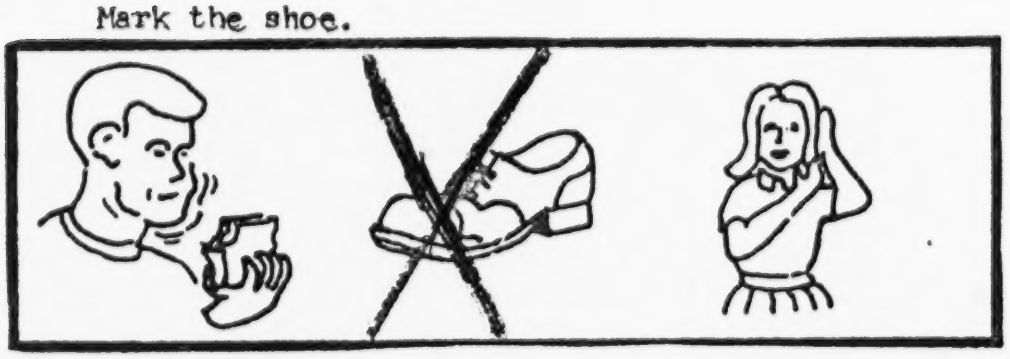


COVERED
CUPBOARD
CUPS

21% 55% 17% (6% blank)
(2%, 2 or more items marked)

Mark the shoe.

#28



CHEW
SHOE
SHE?

1% 94% 2% (3% blank)
(0%, 2 or more items marked)

Mark the mouth.

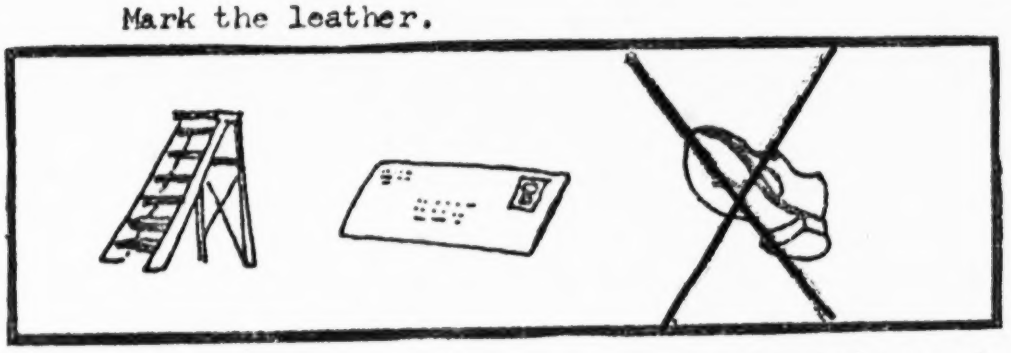
#29

MOTH
MOUSE
MOUTH

3% 51%* 40% (4% blank)
(3%, 2 or more items marked)

Mark the leather.

#30



LADDER
LETTER
LEATHER

35% 56%* 3% (5% blank)
(1%, 2 or more items marked)

Mark the sink.

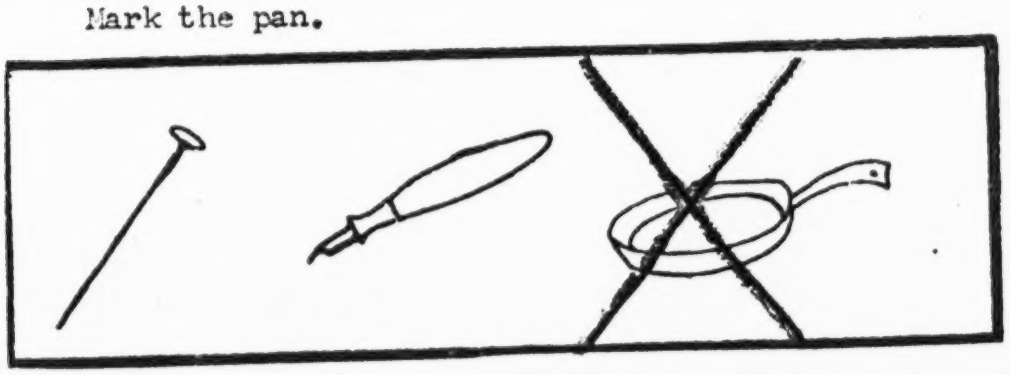
#31

THINK
SINK
SING

7% 79% 7% (5% blank)
(2%, 2 or more items marked)

Mark the pan.

#32

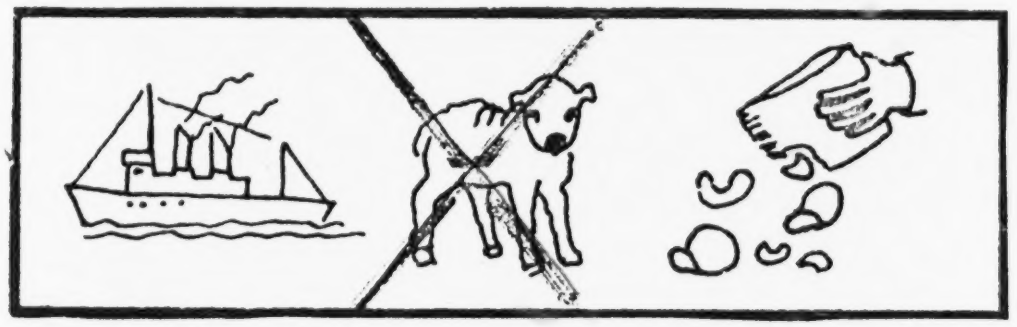


PIN
PEN
PAN

19% 27% 48% (3% blank)
(2%, 2 or more items marked)

Mark the sheep.

#33



SHIP

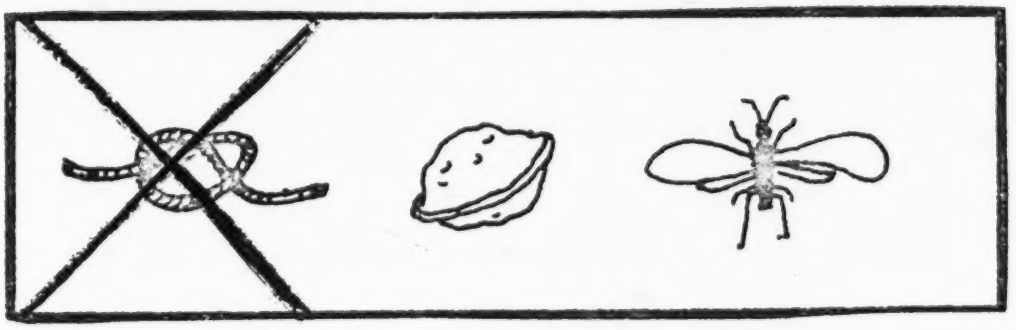
SHEEP

CHIP

33% 55% 6% (3% blank)
(3%, 2 or more items marked)

Mark the knot.

#34



KNOT

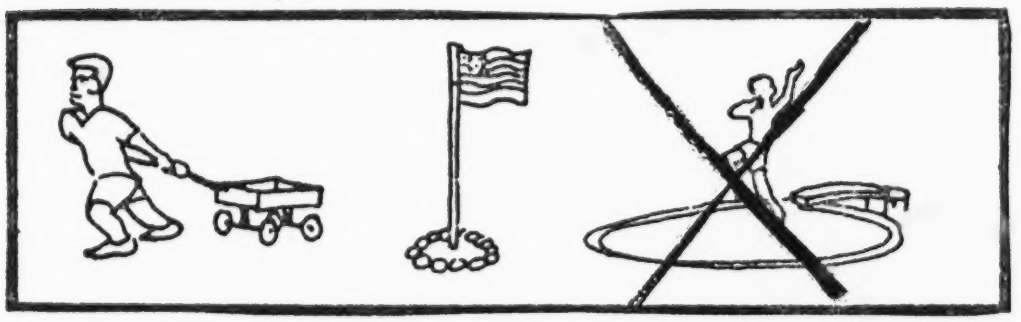
NUT

GNAT

12% 72%* 9% (4% blank)
(3%, 2 or more items marked)

Mark the pool.

#35



PULL

POLE

POOL

17% 7% 70% (6% blank)
(1%, 2 or more items marked)

Mark the men.

#36

MAN

MEN

MANE

69%* 20% 5% (3% blank)
(2%, 2 or more items marked)

Mark chew.

#37

SHOE

CHEW

SHE?

89%* 4% 2% (3% blank)
(1%, 2 or more items marked)

Mark the mouse.

#38

MOUSE

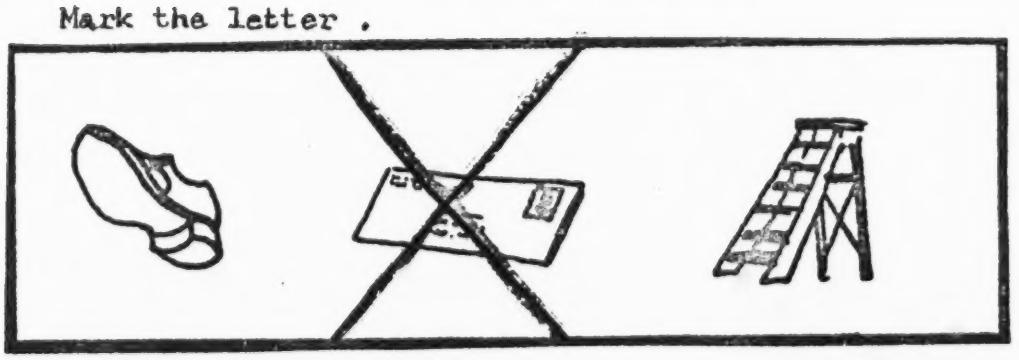
MOUTH

MOTH

68% 26% 2% (3% blank)
(2%, 2 or more items marked)

Mark the letter .

#39



LEATHER

LETTER

LADDER

3% 64% 27% (5% blank)
(1%, 2 or more items marked)

Mark sing.

#40

THINK

SINK

SING

4% 72% 16% (6% blank)
(2%, 2 or more items marked)

Mark the bird that can fly away.

#41

CAN

CANNOT

42% 1% 52% (3% blank)
(3%, 2 or more items marked)

Mark the dog that is eating.

#42

DOG THAT IS EATING

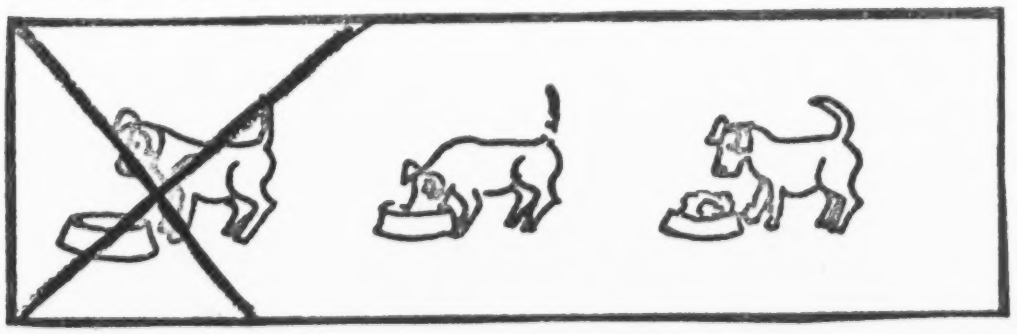
DOG THAT HAS EATEN

DOG THAT IS GOING TO EAT

84% 4% 5% (4% blank)
(3%, 2 or more items marked)

Mark the dog that has eaten.

#43



DOG THAT HAS EATEN

DOG THAT IS EATING

DOG THAT IS GOING TO EAT

47% 29% 17% (6% blank)
(2%, 2 or more items marked

Mark the boy who is jumping.

#44

BOY WHO IS JUMPING

BOY WHO IS GOING TO JUMP

BOY STANDING

81% 12% 1% (3% blank)
(2%, 2 or more items marked)

Mark the boy who is giving his mother a book.

#45

BOY WHO IS GIVING HIS MOTHER A BOOK.

MOTHER WHO IS GIVING HER BOY A BOOK.

MOTHER HOLDING HER BOY AND A BOOK.

73% 18% 4% (3% blank)
(2%, 2 or more items marked)

Mark the boy who likes the dog.

#46

BOY WHO DOES NOT LIKE THE DOG.

BOY WHO LIKES THE DOG.

17% 78% 2% (3% blank)
(1%, 2 or more items marked)

Mark the rabbit that is painting.

#47

RABBIT THAT IS PAINTING

RABBIT THAT IS PAINTED

73% 17% 4% (3% blank)
(2%, 2 or more items marked)

Mark the boy who is cold.

#48

BOY WHO HAS A COLD

BOY WHO IS COLD

6% 42% 46% (3% blank)
(3%, 2 or more items marked)

#49

Mark the animal who doesn't sing.

DOES SING

DOESN'T SING

22% 31% 42% * (3% blank)
(2%, 2 or more items marked)

#50

Mark the boy who is taller .

TALL, TALLER, TALLEST

59% 29% 5% (6% blank)
(1%, 2 or more items marked)

#51

Mark the bird that can't fly away.

CAN FLY

CAN'T FLY

73% 20% 2% (2% blank)
(4%, 2 or more items marked)

#52

Mark the animal that has eaten.

ANIMAL THAT IS EATING

ANIMAL THAT HAS EATEN

ANIMAL THAT IS GOING TO EAT

38% * 41% 15% (4% blank)
(2%, 2 or more items marked)

Mark the boy who is going to jump.

#53

BOY WHO IS JUMPING

BOY WHO IS GOING TO JUMP

BOY WHO IS SITTING

21% 73% 2% (3% blank)
(2%, 2 or more items marked

Mark the mother who is giving her boy a book.

#54

BOY GIVING MOTHER A BOOK

MOTHER HOLDING A BOY AND BOOK

MOTHER GIVING HER BOY A BOOK

21% 3% 71% (3% blank)
(2%, 2 or more items marked)

Mark the doghouse.

#55

COMPOUND WORD

2% 88% 6% (3% blank)
(1%, 2 or more items marked)

Mark the boy who doesn't like the dog.

#56

DOESN'T LIKE

DOES LIKE

70% 16% 10% (3% blank)
(1%, 2 or more items marked)

Mark the rabbit that is painted.

#57

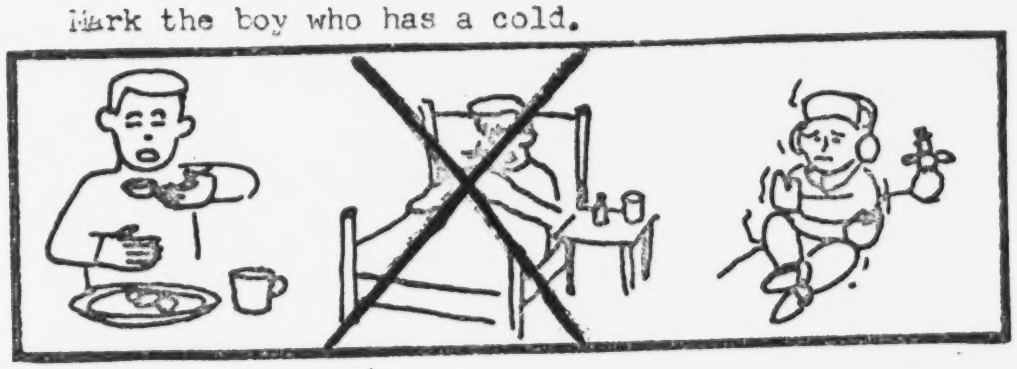
RABBIT THAT IS PAINTED

RABBIT THAT IS PAINTING

3% 47% * 44% (3% blank)
(3%, 2 or more items marked)

Mark the boy who has a cold.

#58



BOY WHO HAS A COLD

BOY WHO IS COLD

9% 50% 38% (2% blank)
(1%, 2 or more items marked

Mark the boy who is tallest.

#59

TALL, TALLER, TALLEST

22% 67% 6% (4% blank)
(1%, 2 or more items marked)

Mark the boy who has more blocks.

#60

MORE

MOST

83% 7% 5% (5% blank)
(1%, 2 or more items marked)

TABLE 1

Pre test: Sept., 1970
Post test: May, 1971

PRE & POST TEST STATISTICS
LINGUISTIC CAPACITY INDEX - (LCI)

Grade 1

SCHOOL Teacher Control	SAMPLE SIZE		MAXIMUM		MINIMUM		RANGE		MEAN			STANDARD DEVIATION	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	GAIN	PRE	POST
BURLESON ELEM.													
Cantu	21	21	53	57	13	25	40	32	31.6	43.0	11.4	9.4	6.8
Fernandez	27	26	45	52	1	34	44	18	29.2	42.8	13.6	12.3	4.6
Control	5	6	50	52	29	39	21	13	38.2	46.8	8.6	8.5	4.4
CENIZO PARK ELEM.													
Castaneda	26	26	51	57	29	36	22	21	39.7	48.3	8.6	6.2	5.2
Juarez	26	27	58	59	21	34	37	35	36.8	47.3	10.5	8.0	5.1
Control	8	6	51	54	36	31	15	23	44.2	46.3	2.1	5.4	7.6
CORONADO ELEM.													
Rivera	29	24	54	52	29	31	25	21	40.4	45.5	5.1	6.7	5.1
Control	10	8	50	52	9	33	31	19	38.0	42.9	4.9	8.9	6.3
EDGEWOOD ELEM.													
Gamez	29	25	52	54	0	28	52	26	34.1	46.6	12.5	11.6	6.7
Balditt	28	27	50	50	3	24	47	26	33.5	41.2	7.7	12.1	7.1
Control	9	6	51	55	20	34	31	21	31.3	46.5	15.2	9.6	6.9
EMMA FREY ELEM.													
Trevino, M. L.	28	26	51	54	22	27	29	27	36.8	45.4	8.6	6.8	6.3
Trevino, M. A.	28	25	49	57	23	42	26	15	38.5	49.2	10.7	6.2	4.5
Control	10	7	49	52	24	34	25	18	38.4	45.7	7.3	9.0	5.7
GARDENDALE ELEM.													
Vann	23	28	41	51	0	31	41	20	31.1	41.7	10.6	9.8	5.6
Carrillo	22	28	52	56	26	37	26	19	41.7	48.7	7.0	5.6	4.5
Control	10	9	47	52	30	35	17	17	40.4	44.1	3.7	5.1	6.4
LAS PALMAS ELEM.													
Cordova	23	24	47	52	19	31	28	21	33.5	43.9	10.4	6.8	5.2
Control	11	9	46	45	16	32	30	13	32.7	39.9	7.2	10.3	4.3
ROOSEVELT ELEM.													
Castillo	27	24	54	57	14	33	40	14	34.8	47.0	12.2	9.8	6.5
Rodriguez	25	27	50	56	10	22	40	34	33.1	42.9	9.8	11.3	8.3
Control	5	4	40	53	2	34	38	19	28.8	46.7	17.9	15.5	7.5
STAFFORD ELEM.													
Morgan	30	28	52	57	0	23	52	34	35.6	43.2	7.5	12.8	8.3
Control	13	10	42	53	0	33	42	20	32.5	43.8	11.3	11.0	5.9
H. K. WILLIAMS ELEM.													
Longoria	31	33	47	54	1	15	46	39	31.4	44.4	13.0	13.8	7.8
Martinez	31	33	49	57	11	41	38	16	35.4	47.0	11.6	8.5	5.7
Control	6	5	51	58	17	34	34	28	37.5	47.4	9.9	11.5	7.9
WINSTON ELEMENTARY													
Control Only	12	11	58	58	46	46	12	12	52.2	52.1	-.1	4.3	3.1

TABLE 2
PRE & POST TEST STATISTICS
LINGUISTIC CAPACITY INDEX (LCI)
SUMMARY

CLASSROOMS	SAMPLE SIZE		MAXIMUM		MINIMUM		RANGE		MEAN			STANDARD DEVIATION	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	GAIN	PRE	POST
BILINGUAL	454	452	58	59	0	15	58	44	35.2	45.2	10.0	10.1	6.8
CONTROL	87	70	51	58	0	31	51	27	35.6	44.6	9.0	10.4	7.54
WINSTON ELEM. (SPECIAL CONTROL)	12	11	58	58	46	46	12	12	52.2	52.1	-.1	4.3	3.1

TABLE 3
SUMMARY OF ANALYSIS OF VARIANCE OF PRE/POST LINGUISTIC CAPACITY INDEX (LCI)
FIRST GRADE EXPERMENTAL VS. CONTROL - 1970 -1971

PRETEST	GROUP I	(CONTROL)	N = 99	POSTTEST	GROUP I	(CONTROL)	N = 81
	GROUP II	(EXPERIMENTAL)	N = 389		GROUP II	(EXPERIMENTAL)	N = 388

ANALYSIS FOR VOCABULARY VARIABLE

Source	Mean Square	D.F.	F-Ratio	P	Source	Mean Square	D.F.	F-Ratio	P
Total	14.1764	487			Total	6.5825	468		
Groups	1.1416	1	.080	.7739	Groups	6.6225	1	1.006	.3175
Error (G)	14.2032	486			Error (G)	6.5824	467		

ANALYSIS FOR CONTRASTIVE PHONOLOGY VARIABLE

Source	Mean Square	D. F.	F-Ratio	P	Source	Mean Square	D.F.	F-Ratio	P
Total	7.5688	487			Total	6.0360	468		
Groups	71.2783	1	9.583	.0025	Groups	5.4831	1	.908	.6570
Error (G)	7.4377	486			Error (G)	6.0372	467		

TABLE 3
SUMMARY OF ANALYSIS OF VARIANCE OF PRE/POST LINGUISTIC CAPACITY INDEX (LCI)
FIRST GRADE EXPERMENTAL VS. CONTROL - 1970 - 1971

PRETEST	GROUP I	(CONTROL)	N = 99	POSTTEST	GROUP I	(CONTROL)	N = 81
	GROUP II	(EXPERIMENTAL)	N = 389		GROUP II	(EXPERIMENTAL)	N = 388

ANALYSIS FOR CONTRASTIVE GRAMMAR VARIABLE

Source	Mean Square	D.F.	F-Ratio	P	Source	Mean Square	D.F.	F-Ratio	P
Total	16.6725	487			Total	9.0252	468		
Groups	99.2985	1	6.017	.0139	Groups	.0035	1	.000	.9820
Error (G)	16.5025	486			Error (G)	9.0445	467		

ANALYSIS FOR TOTAL SCORE VARIABLE

Source	Mean Square	D.F.	F-Ratio	P	Source	Mean Square	D.F.	F-Ratio	P
Total	85.9127	487			Total	47.2657	468		
Groups	360.8641	1	4.228	.0378	Groups	1.5044	1	.032	.8529
Error (G)	85.3469	486			Error (G)	47.3637	467		

TABLE 4
SUMMARY OF ANALYSIS OF VARIANCE OF PRE/POST LINGUISTIC CAPACITY INDEX (LCI)
FIRST GRADE EXPERMENTAL VS. CONTROL - 1970 - 1971

GROUP MEANS - ALL VARIABLES

	VOCABULARY		CONTRASTIVE PHONOLOGY		CONTRASTIVE GRAMMAR		TOTAL SCORES	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
Control	13.03	16.47	10.76	12.77	13.95	16.25	37.74	45.58
Experimental	12.91	16.78	9.81	12.48	12.83	16.24	35.60	45.43
P	.77	.32	.003	.66	.01	.98	.04	.85

PRUEBAS DE LECTURA
Primary I

The Pruebas de Lectura, Interamerican Series were administered in May, 1971 to a 10% random sampling of both experimental and control groups in first and second grades. First graders were tested with Form L-1-DEs, and second graders with Form L-2-CEs. The Level I test consists of two sections: vocabulary (10 minutes) and comprehension (8minutes). Level II consists of level of comprehension (10 minutes), speed of comprehension (5 minutes), and vocabulary (8 minutes).

Because a standardized reading test in Spanish had not been used before, the program was testing the efficacy of this particular instrument in relation to its particular needs. For this reason the test was used only at the end of the year on a very limited basis. Each teacher administered the test to a 10% random sampling of her own students along with a 10% random sampling of the regular grades at that school. The students had been preselected by the evaluator from class rosters.

Pretest and posttest sample sizes, maximum and minimum scores, ranges, means and standard deviations for each group are presented in Table 5. The highest score attained by the first graders in the experimental group was 74 (of a possible 80), as compared with the high score for the control group, 28, or a difference of 46 points higher for the bilingual group. The mean score for the experimental group was 28.8 as compared with 13.9 for the control group, or 14.9 higher in favor of the bilingual program.

Also on Table 5 is a comparison of the results of the second graders sampled-both experimental and control. The highest score attained by the second graders in the experimental group was 77 (of a possible 110), as opposed to the high score of 51 for the control group. This represents a difference of 26 points. The mean score for the experimental group was 46.1. The control group's mean score was 24.4.

First Grade: Form L-1-DEs
Second Grade: Form L-2-CEs

Administration Date
May, 1971

TABLE 5
Pruebas de Lectura
Summary

	SAMPLE SIZE	MAXIMUM	MINIMUM	RANGE	MEAN	STANDARD DEVIATION
First Grade Bilingual	50	74	4	70	28.8	16.4
First Grade Control	75	28	0	28	13.9	7.3
Second Grade Bilingual	45	77	19	58	46.1	13.7
Second Grade Control	50	51	5	46	24.4	10.4

This constitutes a 21.7 difference in favor of those children in the experimental group (bilingual program).

It should be noted here that this particular test was administered to control groups which had no formal training in Spanish as far as the evaluator could determine. The members of these groups, however, did speak Spanish fluently.

THE STANFORD ACHIEVEMENT TEST
Primary I Battery

In October, 1970 and again in May, 1971 the Stanford Achievement Test, Primary I Battery (Forms W and X, respectively) was administered to all second grade students in the Title VII Bilingual Program of the Edgewood Independent School District. The test was also administered at the same times to a 10% random sampling of all second grade classes in the regular program at those schools where the bilingual program is in operation (control group). In addition to this control group, a special control group was identified at Winston Elementary School. This was also a 10% random sampling of the second grades there, selected because the student population is such that English is the dominant language, and not Spanish, as is the case in all the other schools tested. The evaluator consulted with the administration of that school and was provided with the following information. Of a total enrollment of 716 students, 184 are Mexican-Americans (of these only three or four speak Spanish at home), 212 are Blacks, and 320 are Anglo-Americans. Ninety-seven percent (97%) of the students are from "military" families, while the remaining three percent (3%) come from families of civil service employees or laborers. Because the majority of the students here come from "military" families, most of the children have traveled extensively on the mainland and abroad. Their social and economic status is not typical of the rest of the Edgewood Independent School District, where most of the families are economically and experientially deprived. Results of the testing illustrate graphically the differences between the groups, even

taking into consideration the gains made between pre and posttesting of both experimental and regular controls.

Tests were administered by teachers of the experimental group, and results of pre and posttesting were reported to each teacher in terms of percentile scores for each of the variables, using both national and local norms. Scoring was conducted at Iowa City as the tests were machine-scorable. In addition to the percentile scores, the mean grade equivalent for each child as shown by this instrument for pre and posttests was also included using the form attached.

A comparison of grade equivalents for the experimental and control groups is presented in Table 6. Pre and posttest grade equivalents are listed by school and classroom for experimental groups, and by school only for control groups. Special note should be made here as pre and posttest figures are compared. While children in the Bilingual Program are composed primarily of those with Early Childhood Education preschool experience, children are frequently placed in the program because of acute problems with the English language. Consequently gains often are not as impressive as they might be, especially since the Stanford Achievement Test is administered in English and in addition, many items are totally alien to the child's experience. Plans are underway to identify another achievement test for use in the program.

Mean grade equivalent in the pretest for all second grades in the experimental group was 1.4 as compared with 1.5 for the controls. On the post-test, however, the mean grade equivalent for the experimental group was 1.9 as compared to 1.8 for the control group. This represented a gain of 5 months for the experimental group and a gain of 3 months for the control group between pre and posttest. The experimental group, then, began with a grade equivalent of one month less at the beginning of the year to achieve a grade equivalent of

one month higher than the control group at the end of the school year. The special control group at Winston Elementary, while achieving at pretest a grade equivalent 12 months higher than the experimental and 11 months higher than the control group, made no gain at the end of the year. Consequently it achieved a gain of 7 months over the experimental group and gain of 8 months over the control group at posttest. No tests of significance, however, were made on these results.

Date: _____

PERCENTILE SCORES

STANFORD ACHIEVEMENT TEST
PRE AND POSTTESTS

N= National Norms
L= Local Norms

TEACHER: _____
GRADE: _____
SCHOOL: _____

PUPIL'S NAME	GRADE EQUIVALENT	WORD READING	PARAGRAPH MEANING	VOCAB-ULARY	SPELL-ING	WORD STUDY SKILLS	ARITH-METIC
	N						
	L						
	N						
	L						
	N						
	L						

PUPIL'S NAME	WORD READING	PARAGRAPH MEANING	VOCAB-ULARY	SPELL-ING	WORD STUDY	ARITH-METIC

TABLE 6

COMPARISON OF SECOND GRADE EXPERIMENTAL AND CONTROL
GRADE EQUIVALENTS ON STANFORD ACHIEVEMENT TEST, PRIMARY I BATTERY
PRE (FORM W) AND POST (FORM X), 1970-71

SCHOOL:	Experimental Group Teacher	Pre N	Post N	Pre GE	Post GE	Gain (months)
Burleson	Rubio	32	30	1.3	1.8	5
Edgewood Elem.	E. Lopez	33	31	1.5	2.1	8
	Almendarez (Porter)	22	25	1.3	1.8	5
Cenizo Park	Ibarra	27	24	1.5	2.1	8
	Morales	25	25	1.5	1.7	2
Emma Frey	Hull	20	26	1.5	1.7	2
	Castillo	22	24	1.5	2.1	8
Gardendale	Morales	28	26	1.6	2.0	6
	Picacio	25	25	1.5	1.9	4
Las Palmas	B. Lopez	24	19	1.1	2.1	12
	Giannini	22	22	1.2	1.7	5
Roosevelt	Niekamp (J. Pena)	26	31	1.5	1.7	2
	Guerra	26	30	1.4	1.6	2
H.K. Williams	Canales	26	26	1.6	2.1	7
Stafford	C. Peña (Landers)	18	30	1.3	1.5	2
Mean GE and Gain				1.4	1.9	5

Control Groups	Pre N	Post N	Pre GE	Post GE	Gain (months)
	7	5	1.5	2.4	11
	9	9	1.3	1.8	5
	8	7	1.5	1.7	2
	10	8	1.5	1.8	3
	9	9	1.3	1.7	4
	10	8	1.6	1.9	3
	6	5	1.7	1.5	2
	6	7	1.8	1.8	no gain
	12	13	1.6	1.8	2
			1.5	1.8	3
Winston Elementary (Extra Control)			2.4	2.4	no gain

THE SLOSSON INTELLIGENCE TEST (SIT)

In May, 1970 the Early Childhood Education Program located at H.K. Williams Elementary School in the Edgewood Independent School District administered the Slosson Intelligence Test to nineteen (19) five-year olds in their program. The Slosson Intelligence Test yields a deviation IQ score and a mental age. It is administered on a one-to-one basis and requires 10 to 20 minutes to complete. However, it does require some degree of facility with the English language on the part of the child.

It soon became apparent that a comparison of intelligence test scores could be made by testing those children again after a year in the Bilingual Program, using the same instrument and keeping constant the testing conditions. Because the children's opportunities for experience had been enlarged and nurtured in the Early Childhood Education Program and in the Bilingual Program, and because these experiences also significantly feature noncognitive aspects deemed of optimum importance in their effect on intelligence, it was felt that gains in IQ scores would be evident.

This evaluator identified only 12 of the 19 children previously tested. Three of these were now in regular classrooms, so they were automatically eliminated from the study, and the rest could not be found in any of the bilingual first grades. The children who went into the Bilingual Program, then, were those tested in May, 1971.

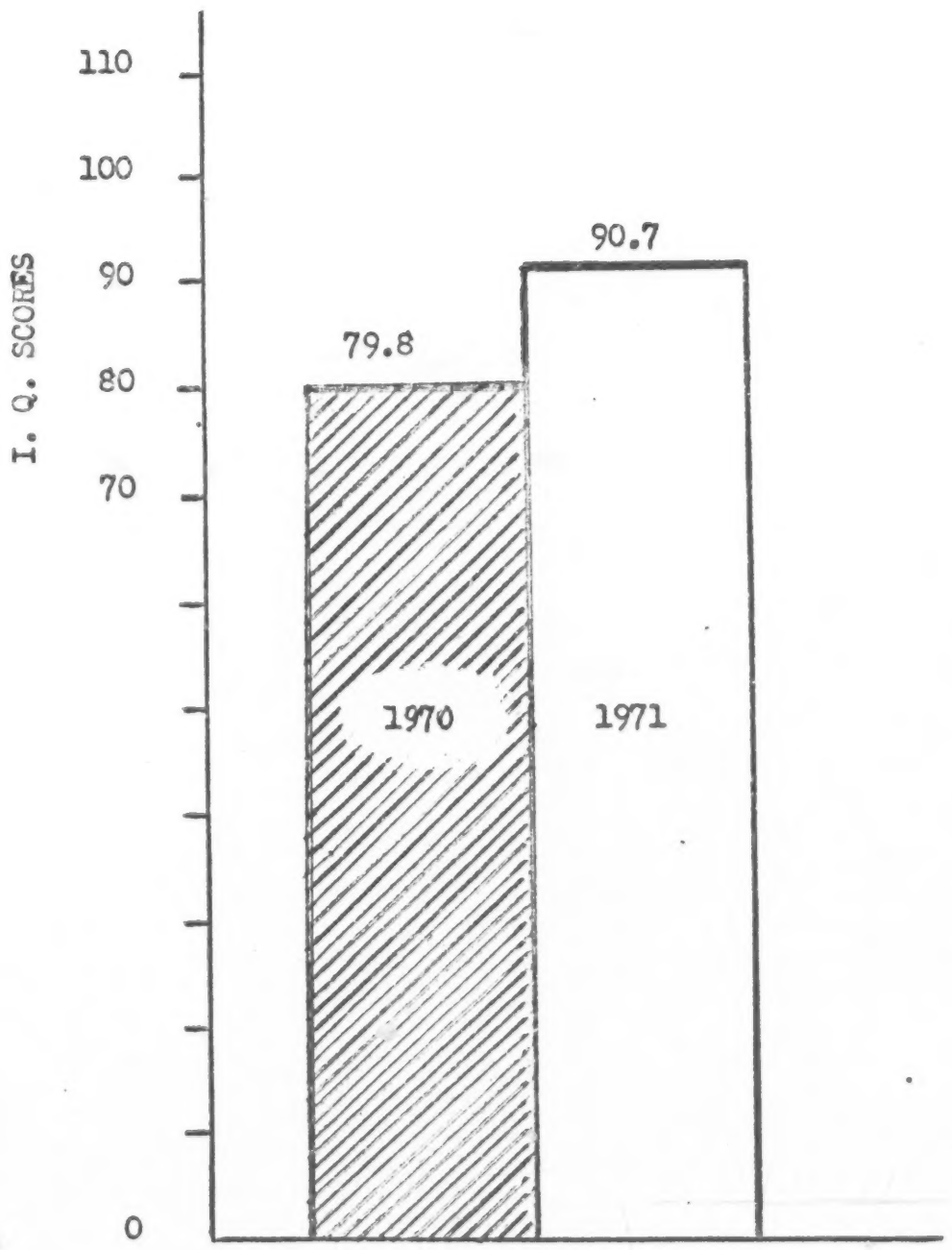
Results on Table 7 show an 11 point mean gain made by these children between May, 1970 (mean IQ score 79.8), and May, 1971 (mean IQ score 90.7).

It is widely held that intelligent behavior hinges on many factors, both cognitive and affective. One of these factors, a positive self-regard, is crucial in positive relationships and interractions with others.

A variety of these opportunities is afforded the child in both the Early Childhood Education and Bilingual Programs. High on the list is the acceptance of and respect for the child, his culture and his language, and the positive attitudes toward himself and others that naturally grow from such experiences inevitably evidence themselves in intelligent behavior. Therefore, instead of viewing IQ as a "permanent stratification index" to use Yourman's reference, it is seen as a highly fluid quality of behavior. Because of this view, the Bilingual Education Program of the Edgewood Independent School District will use this limited study of intelligence and expand it in the future as the program grows not only in added grades, but in the quality of its educational achievements.

TABLE 7

COMPARISON OF MEAN I. Q. GAINS MADE BY EXPERIMENTAL FIRST GRADE PUPILS WITH EARLY CHILDHOOD EXPERIENCE FROM MAY, 1970 TO MAY, 1971 ON SLOSSON INTELLIGENCE TEST



N = 12

FINAL AUDIT REPORT

1970 - 71

FINAL AUDIT REPORT

BILINGUAL EDUCATION PROGRAM

EDGEWOOD INDEPENDENT SCHOOL DISTRICT

SAN ANTONIO, TEXAS

1970-71

Schedule of Auditor's activities and site visitations since mid-year audit:

April 7--Reviewed progress on modifying management design.

May 5--Established procedures for final audit; checked on progress of program to that point; visited ETV station to review videotapes of in-service training and classroom teaching.

May 7--Attended meeting of parental involvement committee (Bilingual Program Advisory Council); visited six classrooms.

June 30--Visited project offices foryyear-end audit.

July 27-28--Audit report written.

Introductory Narrative

The EISD Bilingual program is rounding some previosuly ragged corners. It now shows some maturity, although this is not clearly reflected in the management design or in the completed objectives, as will be seen later in this report. Nevertheless, this auditor feels that a Spanish-English bilingual program worthy of the name is now in effect at EISD. In particular, a new life has been spirated into the program through the cooperative efforts of the program director, her immediate staff, the teachers and aides, and the Bilingual Program Advisory Council. The program has a practicable philosophy of bilingual education and, as I'm sure will be seen in next year's administrative planning, more definite and realizable long-range goals.

This report will conern itself with, first, a report of the progress made in addressing the recommendations in the mid-year audit, followed by a detailed review of the accomplishements of the program according to the management design and the corresponding audit sampling procedures, and closing with the auditor's final suggestions.

Review of the Disposition of Mid-year Auditor's Recommendations: Short-term Changes.

1a. Plans for pre-service summer training associated with an EPDA institute provide for this.

2a. Done. Saw sample contract with Dr. Margaret Kramer.

3a. Done. Saw data format.

1b. Undetermined. Auditor did not look into this.

2b. Pending new management design.

3b. Reviewed in June. Some standardized test data not yet returned.

4b. Undetermined. Evidently Crystal City will receive funding in its own right during 1971-72 school year under Title VII.

5b. Corrected.

6b. Corrected. Reviewed in June during final audit.

7b. Corrected. Reviewed in June.

8b. Pending new management design.

9b. Completed. See 2a also.

Review of the Disposition of Mid-year Auditor's Recommendations: Long-term changes.

1. Undetermined. No revisions attempted as of June 1971.

2. Pending new management design.

3. Done. Teacher's completed self-evaluation forms.

4. Completed.

5. Undetermined. Probably no change was really necessary in terms of this year's design.

6. Pending next year's management design.

7. Done. Personal conversation with parents in the Bilingual Program Advisory Council assures this auditor that they have been satisfied with the program's responsiveness to their needs and suggestions.

Review of Performance Objectives in Management Design

INSTRUCTIONAL PROGRAM--PLANNING

Product-Process 1.1. Undetermined. Not all teachers kept records of progress of students, though instruments were developed.

Product-Process 1.2. Undetermined. Same as above.

Product-Process 1.3. Completed. Records of each teacher visited (3 for each of 1st and 2nd grades) indicated the titles of the readers completed by the different students in the class, and the tests they devised for each of these books indicate use of criterion measures which children had to meet before being permitted to advance to the next sequential material.

Product-Process 1.4. Completed. Auditor checked records of in-service training done in January 1971 and saw copies of methodology guidelines prepared in this in-service work. Some analysis of teacher effectiveness was done individually with teachers by the supervisory staff (and in some cases, teacher performance was taped).

Product-Process 2. Completed in part. Examen Final de Matemática data are complete; Stanford data sent off to be scored, but not yet returned.

Product 3. Not yet realized; planned for next year.

Process 3. Partially complete. Auditor reviewed 5 micro-teaching and classroom social studies lessons with accompanying teacher evaluation checklists. Records of pre-service (during summer of '70) and in-service meetings were also checked for compliance. Curriculum guide alone incomplete; planned for next year.

Product 4. Partially completed. All six teachers visited showed auditor H-200 progress reports. Final reports, collected in project office at the end of the year, were reviewed by this auditor. All teachers were observed and analyzed by staff supervisor.

INSTRUCTIONAL PROGRAM--EVALUATION

Product-Process 1. Done LCI post-test data tabulated.

Product-Process 2. Format for Stanford Achievement Test pre- and post-test checked. Data on pre-test reviewed. Awaiting data on post-test at time of audit, but requests for machine scoring and printout formats are in useful form. N.B.: Due to unanticipated schedule conflict, auditor could not attend post-test administration in May on date specified in design.

Product-Process 3. Checked. Data is satisfactorilly presented.

Product-Process 4. Planned for next year. Final norming of Prueba de Lectura was not complete at time of audit. Data, however, was collected.

Product-Process 5. N/A.

Product-Process 6. Not completed. Instructions are in draft stages. Planned for next year.

Product-Process 7. N/A.

INSTRUCTIONAL PROGRAM--COMMUNICATION AND DISSEMINATION

Product-Process 1. Checked. Newsletter mailed; mailing list on file.

Product-Process 2. N/A.

CURRICULUM DEVELOPMENT--PLANNING

Product-Process 1. N/A.

Product-Process 2. Second grade curriculum now in partial draft. Social studies component still needs substantial work, and the reading and math components will be expanded. Consultants for these revisions have been identified.

CURRICULUM DEVELOPMENT--COMMUNICATION AND DISSEMINATION

Product-Process 1. Completed.

Product-Process 2. Monthly reports and minutes of curriculum meetings detail the development of the Second grade curriculum up to its present point as well as this year's refinement of First grade lessons.

CURRICULUM DEVELOPMENT--PLANNING

Product-Process 1. Performance contract reviewed; reports submitted.

Product-Process 2. Completed. Close correspondence between teachers' and auditor's evaluations. Auditor selected six teachers whose "pre" and "post" micro-teaching tapes were independently rated by him. Correspondence between teachers' self-evaluations and auditor's was achieved. Progress indicated.

STAFF DEVELOPMENT--COMMUNICATION AND DISSEMINATION

Product-Process 1. N/A.

COMMUNITY INVOLVEMENT--PLANNING

Product-Process 1. Checked. Community liaison officer hired, but somewhat later than specified.

Product-Process 2. Checked. Roster of Council was in order by mid-year audit.

Product-Process 3. Checked. Minutes in order; reports of community liaison officer to director complete.

Product-Process 4. Checked. Chairman and member report satisfaction.

Product-Process 5. Checked. Cross-program cooperation in placing teacher aides in all bilingual classes effected.

COMMUNITY INVOLVEMENT--COMMUNICATION AND DISSEMINATION

Product-Process 1.1. Previously checked. Completed.

Product-Process 1.2. Checked. Brochure completed.

Auditor's Recommendations and Closing Statements

1. Revise management design for next year to see that all twelve factors in accountability are clearly provided for in a formal, explicit manner. This year, the factors of technical assistance, needs assessment, change strategies, management systems, performance budgeting, performance contracting, cost effectiveness, and program auditing were all subsumed under more general categories or not detailed at all.

2. Teachers do not appreciate the role they could play in the overall evaluation of the program, as evidenced by their lack of record keeping. Next year they must assume greater responsibilities in these areas if the auditor and evaluator are to work effectively.

3. Auditing could be greatly facilitated if some record of "on-going management decisions" were kept to indicate where departures from the original plan were made and why.

4. Control groups for norming project-devised tests must be identified and used.

5. The Community Involvement component needs to have a more elaborate system of evaluation built into it, corresponding to each of its major functions.

6. Continue to press the prospect of adding a new dimension to Community Involvement by devising programs to perform some limited services for the parents themselves.

7. Reevaluate manpower needs. This year, too many performance products were promised, but the vicissitudes of the real project kept many from being realized, so that they are being postponed till next year.

8. Under new management design,

(a) plan to use all data formally in feedback process. Perhaps a schematic representation of the function of data in project management decision-making could be drawn up. Revisions of curriculum, for instance, should be based on student performance data.

(b) aide training and aide's duties should be specified.

9. The most exciting parts of EISD's bilingual program are not auditable because they are not included in the design. Hence the auditor finds himself seeing "beautiful happenings" on site without their being reflected in his task. To the extent that the meritorious workings of the program are not detailed somewhere in writing--preferably in an auditable form--to that extent other programs cannot benefit from the hard-won experience which the project evinces, short of actual visitation.

The auditor was particularly impressed, for instance, by the activities of the Bilingual Program Advisory Council. This auditor personally witnessed the parental group add to a proposed vocabulary list and suggest that some children's stories which some members of the community know should be recorded and later included into the program. Parents frequently relieve teachers for their in-service training and periodically

become non-paid aides in selected instructional sequences. Also, parents will participate in this summer's pre-service workshop for new teachers. Plans are to have ECE parents involved in next year's bilingual Grade 1 program. But nowhere does the management design reflect these happenings!

The bilingual program of the Edgewood Independent School District has the potential of becoming one of the country's model Title VII sites, especially in its parental involvement component and staff training. Next year's plans must somehow be included in the refunding document package, so that others may study the forgoings of this dedicated professional-community team.

Respectfully submitted.

Ernest M Bernal

Ernest M. Bernal, Jr.

FINAL EXPENDITURE REPORT

1970 - 71

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Part III PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS
PROGRAMS UNDER BILINGUAL EDUCATION ACT, ESEA TITLE VII

(NOTE: Please read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY: Edgewood Independent School District

PROJECT NUMBER: OEG-0-9

GRANT NUMBER: 530298-4749

STATE: Texas

(Check One) ☐ PROPOSED BUDGET SUMMARY (ATTACH DETAIL SCHEDULES) ☒ ESTIMATED EXPENDITURE REPORT ☒ FINAL EXPENDITURE REPORT

BUDGET PERIOD (MONTH, DAY, & YEAR) BEG. 7-1-70 END 6-30-71

PART I - EXPENDITURES

EXPENDITURE ACCOUNTS: FUNCTIONAL CLASSIFICATION	ACC'T NO.	EXPENSE CLASSIFICATION: SALARIES PROFESSIONAL	SALARIES NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
1	2	3	4	5	6	7	8	9	10	11
1 ADMINISTRATION	100	$36,061.18	$ 6,190.00	$15,387.07	$ 2,557.43	4,690.97	$	$	$64,886.65	
2 INSTRUCTION	200	42,150.11	16,149.35	4,424.06	22,502.15	2,411.33			87,637.00	
3 ATTENDANCE SERVICES	300	5,450.56								
4 HEALTH SERVICES	400									
5 PUPIL TRANSPORTATION SERVICES	500							1,560.00	1,560.00	
6 OPERATION OF PLANT	600									
7 MAINTENANCE OF PLANT	700									
8 FIXED CHARGES	800									
9 FOOD SERVICES	900									
10 STUDENT-BODY ACTIVITIES	1000									
11 COMMUNITY SERVICES	1100									
12 REMODELING	1220						11,490.42		11,490.42	
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1230									
14 TOTAL →		$ 83,661.85	$ 22,339.35	$ 19,811.18	$ 25,059.58	$ 7,102.30	$ 11,490.42	$ 1,560.00	$171,024.63	
15 NEGOTIATED BUDGET →		$	$	$	$	$	$	$	xxxxxxxxxxxxx	$

PART II - SUMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE VII ESEA FUNDS

BUDGET PERIOD (Month, Day, and Year)
BEGINNING: 7-1-70 ENDING: 6-30-71

☐ ESTIMATED EXPENDITURE REPORT
☒ FINAL EXPENDITURE REPORT

	ITEMS		PART I - EXPENDITURES OTHER THAN CONSTRUCTION
	1		2
1	AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE →		221,598
	A UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD	$	
	B APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE	$	
	C TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (SAME AS ITEM 1, COL. 6)	$	
2	EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE →		171,025
3	UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2) →		50,573

PART III - CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT

	ITEMS	CUMULATIVE TOTAL TO DATE
1	GRANT AWARDS	329,322
2	CASH RECEIVED	311,658

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.

SIGNATURE OF PROJECT FISCAL OFFICER: Richard A Wm Long — DATE: 8-12-71
SIGNATURE OF PROJECT DIRECTOR: Gloria Zamora — DATE: 8-12-71

FOR OFFICE OF EDUCATION USE ONLY

ACCOUNTING DATA

TRANS. CODE	DOC. REF.	OBLIGATION NUMBER	F.Y.	UNIFORM ACCTING NO.	OBJECT CLASS	PROGRAM CODES: EXP. CLASS	BAL. PAY		REG. NEPT	VOUCHER NUMBER	SCHEDULE NUMBER
1	2	3	4	5	6	7	8	9	10	11	12

GEO. CODE	GOVT./ NON-GOVT.	VENDOR NUMBER	AMOUNT	CR SYM.	GENERAL LEDGER: DEBIT	CREDIT	APPROPRIATION SYMBOL	
13	14	15	16	17	18	19	20	21

DRAFT